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ABSTRACT

This paper presents a series of handouts that were developed for a senior seminar capstone course in communication entitled "Leadership and Communication." The paper pinpoints the increasing interest in the areas of "leadership" and "ethics" as areas of study and research in universities, and suggests that these two areas merge in what the current paradigm of leadership study describes as "principle-centered leadership." The paper presents the course syllabus, the weekly class schedule, quotes on leadership and communication, a list of the characteristics of principle-centered leaders, questions for discussion on a video entitled "The American Story," an interview with James MacGregor Burns, the title page from the premier issue of "The Journal of Leadership Studies," and a 23-item bibliography. The paper notes that materials were selected which focus on a principle-centered approach by exploring different issues of leadership in a variety of contexts, such as values, ethics, diversity, human dignity, and civic responsibility. (RS)

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ED 374 484

PRINCIPLE-CENTERED LEADERSHIP

A Review of the Literature for a Seminar Course in Leadership and Communication

BY

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and
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Paper Presentation
Eastern Communication Association Conference
Washington, D.C.
May 1, 1994

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There seems to be an increasing interest in the areas of "leadership" and "ethics" as areas of study and research on university campuses across the states. These two areas merge in one of the current paradigm of leadership study describe as "principle-centered leadership." Principle-centered leadership addresses issue of values, ethics, diversity, human dignity and civic responsibility.

The following handouts (course syllabus, bibliography, and class materials) were developed for a senior seminar capstone course in communication, entitled Leadership and Communication. In selecting materials for this course, we attempted to focus on a principle-centered approach by exploring different issue of leadership in a variety of contexts.

The National Clearinghouse for Leadership Programs (information included) is a particular useful resource for individuals interested in pursuing resources in leadership and communication.

COM 490
LEADERSHIP AND COMMUNICATION

Instructors: Patricia Comeaux and Deborah Brunson
105 Burney 103 Burney
(395-3265) (395-3864)

Meeting Day and Time: Wednesday, 6:00 p.m. - 8:45 p.m.
Kenan 201

This course will explore leadership within the context of the processes of communication. We will focus our discovery within the concept of principle-centered leadership, one of the most current paradigms of leadership study. Through discussion of assigned readings and case studies, we will explore what it means to lead others at all levels: local and community, state and national as well as the international level. We will also examine leaders working with others from such contexts as business and industry, politics, medicine, arts and film industry, media, religion, and the military.

Required Text: Gardner, J.W. (1990) *On Leadership*. New York: The Free Press.

Assignments and Grading Scale:

The following assignments will be used to determine the student's course grade. There will be 350 total points that the student can accrue during the course. Point distributions by assignment are listed below.

Assignment	Points
2 reaction papers - 25 points each (2 to 2 1/2 pages, typed, double spaced)	50
Group presentation/discussion of selected leader	50
"Voices of Leaders" presentation	25
Analysis Paper: One interview of a selected leader	100
Written final examination	100
Participation (applications, exercises, small group discussions, short written responses)	25
	350

If you will not be in class on the day your assignment is due it is your responsibility to submit your work before--not after--the designated date.

Grading Scale:

A=315-350 B=279-314 C=243-278 D= 207-242 F=0-206

Attendance Policy:

Because discussions, observations, and exercises are integral components of this course, regular attendance is required. Therefore, at the discretion of the instructors, a penalty will be applied to the student's final grade if she/he has acquired more than two (2) absences during the semester.

Participation:

Because this is a seminar course that requires a proactive approach to learning, your participation as a member of our class extends beyond mere attendance. Each student is expected to meaningfully contribute to the content and quality of our class by participating in assigned activities (e.g. discussions, exercises, short written assignments.) In order to accomplish this task, each student must be committed to reading the assigned material by the scheduled date.

CLASS SCHEDULE
COM 490 - LEADERSHIP AND COMMUNICATION
SPRING 1994

JANUARY

12 OPENINGS AND BEGINNING EXPLORATIONS

- Explaining the course
- Exploring expectations
- Envisioning concepts

19 SELF-EXPLORATIONS: SELF-CONCEPT, PERSONAL VALUES AND PERSONAL STYLE

Assignment:
- Gardner, Ch. 1 "The Nature of Leadership"
  Ch. 2 "The Tasks of Leadership"
  Ch. 3 "The Heart of the Matter"

- Tompkins, "A Definition of Human" from Communication as Action, pp. 6-20.

26 PRINCIPLES, VALUES, AND PRINCIPLE-CENTERED LEADERSHIP

Assignment:
- Gardner, Ch. 5 "Attributes"
  Ch. 7 "The Moral Dimension"

- Senge, Personal Mastery", pp. 139-173

- Covey, "A Principle-Centered Approach" from Principle-Centered Leadership, pp. 13-25

- LeRoy Collins Speech (March 20, 1960, broadcast from Jacksonville)

FEBRUARY

2 POWER, TRUST, DIVERSITY AND RELATIONSHIPS

Assignment:
- Gardner, Ch. 4 "Contexts"
  Ch. 6 "Power"

- Loden & Rosener "Dimensions of Diversity" from Workforce America

- DUE: REACTION PAPER #1

Class Activity: Video: "The American Story"

9 LEADERS, LEADERSHIP AND ORGANIZATIONS

Assignment:
- Gardner, Ch. 8 "Large-Scale Organized Systems"
  Ch. 9 "Fragmentation and the Common Good"

- "Improving Face-to-Face Relationships" by Schein from Sloan Management Review

16 - Budaracco & Ellsworth "Confrontation Versus Compromise" from Leadership and the Quest for Integrity

- Covey "Principle-Centered Learning Environments" from Principle-Centered Leadership, pp 302-312

- Schein "Would Women Lead Differently?" from Contemporary Issues in Leadership

23 LEADERSHIP STYLES AND LEADERSHIP IN THE COMMUNITY

Assignment:
- Gardner, Ch. 11 "Community"
  Ch. 12 "Renewing"

- Kuhnert and Lewis "Transactional and Transformational Leadership: A Constructive/Developmental Analysis" from Contemporary Issues in Leadership

DUE: Paper - Interview of selected leader

MARCH

2 LEADERSHIP STYLES AND LEADERSHIP IN THE COMMUNITY

Assignment:
- Osborne "Irresistible Force: Kimi Gray and the Miracle of Kenilworth-Parkside" from The Washington Post Magazine (July 30, 1989).

- Garner, Ch. 16 "Motivating"

Class Activity: Organize into groups for presentation and performance

9 SPRING VACATION - NO CLASS

16 LEADERSHIP IN CONTEMPORARY POLITICS

Assignment:
- West "The Crisis of Black Leadership" from Race Matters

- Jamieson, "Dramatizing and Storytelling" from Eloquence in an Electronic Age

23 Guest Speakers - Russian ambassador and chair of department. Topic: Impact of Media on Russian and American Leaders.

30 LEADERSHIP IN THE ARTS AND MEDIA

- DUE: Reaction Paper #2

APRIL

6 Group Presentations/Discussion

13 Group Presentations/Discussion

20 Tie-ins, Synthesis, and Transitions
Rehearsal for reading "Voices of Leaders"

27 Reading: "Voices of Leaders"
LAST CLASS MEETING: Endings and Closure

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About Leadership, from Gardner, Preface/Introduction:

Individuals in all segments and at all levels must be prepared to exercise leaderlike initiative and responsibility, using their local knowledge to solve problems at their level. They must learn to collaborate.

The accomplishment of group purpose is essential. Shared values are the bedrock on which leaders build group achievement.

. . . leaders are always seeking the <u>common ground</u> that will make concerted action possible. Leaders need to help restore the face-to-face community--in the family and extended family, in schools, congregations, workplaces, neighborhoods--where shared values (freedom, equality, justice, the release of human possibilities) are generated.

> in community is the idea of wholeness,
> and the achievement of *wholeness incorporating diversity*
> is one of the transcendent goals of our time.

Issues behind the issues: motivation, value, social cohesion, renewal (covered throughout text)

Suppose that we have lost the capacity to motivate ourselves for arduous exertions in behalf of the group?!?

The first step is understanding. . . .

The first question is how to think about leadership. . . .

Citizens must understand the possibilities and limitations of leadership.

Leadership is learned. . . .

Most men and women go through their lives using no more than a fraction of the <u>potentialities</u> within them. The reservoir of unused human talent and energy is vast, and learning to tap that reservoir more effectively is one of the exciting task for humankind.

About Communication:

Communication is a symbolic process in which reality is constructed, maintained, repaired and transformed.

James Carey

Effective communication is the ability to present messages that are responsive to your particular need and goals, those of others, and of the situation.

Deetz and Stevenson

CHARACTERISTICS OF PRINCIPLE-CENTERED LEADERS

from Principle-Centered Leadership by Steven Covey

1. They are continually learning . . .

   - read
   - seek knowledge
   - listen to others
   - always ask questions

   Most of this learning and growth energy is self-initiated and feeds upon itself.

2. They are service oriented . . .

   - see life as a mission

3. They radiate positive energy . . .

   - attitude is optimistic, positive, upbeat
   - spirit is enthusiastic, hopeful, believing

4. They believe in other people . . .

   - believe in the unseen potential of all people

   We must seek to believe in this unseen potential. This creates a climate for growth and opportunity.

5. They lead balanced lives . . .

   - read the best literature and magazines and keep up with current affairs and events
   - socially active
   - intellectually active
   - enjoy themselves
   - have healthy sense of humor

6. They see life as an adventure . . .

   - savor life
   - security comes from within
   - rediscover people each time they meet them

7. They are synergistic . . . Synergy is the state in which the whole is more than the sum of the parts.

   - They are change catalysts.
   - In team endeavors, they build on their strengths.

8. They exercise for self-renewal . . . regularly exercise the four dimensions of the human personality: physical, mental, emotional, spiritual

   - participate in aerobic exercise. provides endurance--improving the capacity of the body and brain to use oxygen
   - exercise their minds through reading, creative problem solving, writing and visualizing.
   - Emotionally make efforts to be patient, to listen to others, to accept responsibility
   - Spiritually focus on prayer, scripture study, meditation, and fasting.

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The Five Disciplines

1. *Building Shared Vision*—the practice of unearthing shared "pictures of the future" that foster genuine commitment.

2. *Personal Mastery*—the skill of continually clarifying and deepening our personal vision.

3. *Mental Models*—the ability to unearth our internal pictures of the world, to scrutinize them, and to make them open to the influence of others.

4. *Team Learning*—the capacity to "think together" which is gained by mastering the practice of dialogue and discussion.

5. *Systems Thinking*—the discipline that integrates the others, fusing them into a coherent body of theory and practice.

The Fifth Discipline
by Peter Senge

Questions for Discussion of Video: THE AMERICAN STORY

Discussion Questions for February 2 - COM 490

Group 1 -- Power:

1. How do the principal characters gain and exercise power? (refer to chapter 6, Sources of power)

2. Do you feel they made the best decisions? Why or why not?

Group 2 -- Diversity:

1. How do the principal characters deal with the issues of diversity? (consider ethnic, gender, class, age and refer to reading on diversity)

2. Do you feel they made the best decisions? Why or why not?

Group 3 -- Qualities and Context:

1. What are the qualities that define leadership in this situation? (refer to chapter 1 and 5)

2. Who exhibited them? How and why did they exhibit them?

CONCEPTS & CONNECTIONS

— Institutionalizing Leadership Programs —

A Newsletter for Leadership Educators

Volume 2 Issue 2 | National Clearinghouse for Leadership Programs | 1994

Interview with Dr. James MacGregor Burns

Author of Leadership and Senior Scholar
Center for Political Leadership and Participation
University of Maryland at College Park

This interview with Dr. Burns was conducted by NCLP staff, Susan R. Jones and Nance Lucas, at the University of Maryland, September 14, 1993.

NCLP: What are your opinions about the current trend of institutionalizing leadership in higher education?

Burns: There is a difference between institutionalizing leadership programs and institutionalizing leadership. It's like the difference between teaching someone how to play tennis and teaching someone how to critique a tennis game. From what I have seen from institutions of higher education across the country, very few of them institutionalize either leadership or leadership studies on their campuses. Leadership is not a familiar concept in terms of what colleges and universities do. In fact, my experience in trying to get universities interested in institutionalizing either leadership or leadership studies has not been very satisfactory and has been very meager.

> *"There is very little considered thinking on the part of faculty and administrators about what kind of leadership experiences students are getting."*

I happen to be acquainted with a college, Williams College, where the history of the college is a history of students making the big changes that happened in the 19th century and this century. I think that is rather rare. There is very little considered thinking on the part of faculty and administrators about what kind of leadership experiences students are getting. I am not sure how much recognition is given to students just for leadership. They get a lot of recognition for athletics and scholarship, but I am not sure that the rewards for leadership as such are very great at most universities.

Leadership studies are very modest. It is not an accepted subject. Leadership is very difficult to institutionalize as a subject of study because the study of leadership has to be very interdisciplinary. You can teach a lot of history just as history and you can teach a lot of political science just as political science. Leadership is very dependent on several disciplines— first psychology, though I am not a psychologist, then next maybe history, political science, theology, and philosophy. And if you want to institutionalize the study of leadership, getting those fields and people together from very separated departments is also difficult. So I think the bottom line on this question is that it is still an infant industry, and still has an elementary institutional foundation both in terms of institutionalizing leadership itself and leadership studies.

NCLP: In your opinion, are we on the right track to be thinking about institutionalizing leadership programs? Is that something that higher education should aspire to do?

Continued on page 4

INSIDE THIS ISSUE:

- Interview with Dr. James MacGregor Burns, author of Leadership and Pulitzer Prize Winner
- Connections from the Director of NCLP
- Scholarship and Research Updates
- Program Spotlight: Franklin College
- Training and Techniques: 1993 National Leadership Symposium: Integrating Leadership from Diverse Places
- Leadership Bookshelf: Leadership: Multidisciplinary Perspectives

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LeaderShape Applications Available in January

Beginning in January, 1994, application materials will be available for organizations interested in sending students to The LeaderShape Institute. Participants at The LeaderShape Institute are exposed to six intensive days of experiential learning, reflection, and interaction with approximately 50 young adults throughout the country representing diverse organizations, institutions, and companies. The expectation for each LeaderShape graduate is that he/she will make a commitment to a vision, work diligently to bring that vision to reality, and sustain a high level of integrity. The results produced by those who lead with integrity are an extraordinary contribution to the world and its future. In 1994, five sessions of The LeaderShape Institute will be held during the months of June and July in Champaign, Illinois.

The LeaderShape Institute is the flagship program of LeaderShape, Inc. and has graduated over 1500 students since its inception in 1986. Anyone interested in receiving further information and applications should contact the Director of Programs, LeaderShape, Inc., 4001 West Kirby Ave., Champaign, Illinois, 61821, (217) 351-6200.

LEADERSHAPE

National Clearinghouse for Leadership Programs (NCLP)
Membership Application

Name _____ Date _____

Title _____

Institution _____

Address _____

City _____ State _____ Zip _____

Telephone _____

❑ New Membership

❑ Renewal
(previous membership expired: _____)

Name of previous member (if applicable):

_____

This form must accompany payment of $35.00
(federal tax ID#526002033).

Please make check payable to the University of Maryland and send to:

National Clearinghouse for Leadership Programs
1135 Stamp Student Union
University of Maryland at College Park
College Park, MD 20742-4631
(301) 314-7174

The Journal of Leadership Studies

The Journal of Leadership Studies

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The Journal of Leadership Studies is published quarterly for all who teach, study, or practice leadership. The *Journal* is intended as a forum for the expression of current thought and research (although not for presentation of empirical research data). We hope it will serve a broad range of practitioners and educators in the university or college setting as well as in business and industry. The goal of the *Journal* is to bring together (for the first time) a recurring reference work designed to appeal to a national base of individuals seeking the latest materials, thoughts, sources, and networking opportunities in leadership education. The *Journal* is distributed nationally.

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BIBLIOGRAPHY FOR LEADERSHIP AND COMMUNICATION
(A PRINCIPLE-CENTERED APPROACH)

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